CANADIAN INSTITUTE FOR
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A Survey of Peace Education in Canada

Une analyse de l'éducation à la paix au Canada

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INSTITUT CANADIEN POUR LA PAIX ET
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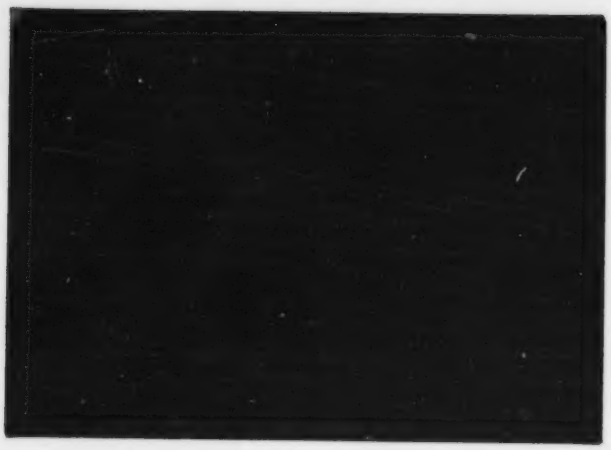

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Introduction

Many definitions of peace education exist on which one might base a survey on peace education curricula in Canadian schools. In looking at any particular global conflict situation, one notes that elements of human rights, social justice, underdevelopment, militarism and even agricultural and ecological concerns enter into a possible resolution of such conflicts. One could therefore define peace education as that education in which all of the above topics are brought to bear on the analysis of global conflicts. Although the ultimate goals of peace education might indeed be to equip students to be able to resolve complex world problems, such a peace education programme would be very complex and difficult to fit into a school system.

An alternative approach might be to include each of the above mentioned components separately into a definition of peace education. In such a definition, development education is already peace education; human rights education is peace education; in fact, education for social justice, for ecological balance, and education in militarism, arms races and security are all elements of peace education. This definition is much broader than the former, and is based on the hope that students will develop the attitudes and skills required to integrate the knowledge gained in the study of each separate component and apply them to interpersonal, community and global problems as the students mature.

Another advantage of a broad definition of peace education is that it builds on topics that are already integral parts of the education of Canadian students. The topics of world hunger and development, human rights and social justice, and ecological concerns are already included in all the provincial programmes of education. Moreover, a broad definition of peace education places disarmament education in somewhat a less central position as only one component of peace education, not necessarily the most important.

For the purpose of this survey, the knowledge components were selected from Barbara Wien's (1984) survey of US and Canadian University Peace and World Order Studies. The topics chosen include Global Understanding, Current Global Issues, Human Rights and Social Justice, World Hunger and Development, Peacemaking and Nonviolence, Multiculturalism, Ecological Balance, International Law and International Organizations (including the United Nations), and Religious Perspectives on War and Peace.

Besides cognitive objectives, Canadian curriculum documents also reflect the importance of developing the skills, and values or attitudes that promote effective citizenship.

These values include the development of self-confidence and self-worth, tolerance for differences in culture or views, respect for evidence, appreciation of the values that promote a more equitable distribution of wealth and resources, and the willingness to participate in the democratic process and in the resolution of the world's problems.

One of the ways of making explicit the goals of peace education, is to describe the characteristics of (ideally) successful graduates of a peace education programme. If we use our imagination to see such graduates ready to enter the adult world, we would hope to see that peace education prepares:

- young people who have developed a positive self-image, a feeling of self-confidence and competence, based on the recognition that they can influence the conditions under which they live;

- young people who have developed a feeling of community with others in their own country, or across the globe, who often face life under very different and difficult conditions;

- young people who have developed an appreciation, or esteem, for the customs, cultures and beliefs of other societies;

- young people who have gained a great deal of knowledge and insight into the circumstances in which others live;

- young people who have developed the skills and habits of sifting the truth from the propaganda which surrounds them in every culture;

- young people who have developed respect for the wise use of resources and appreciate more than just the materialistic aspects of life;

- young people who can tolerate and respect different points of view, who can see their world through the eyes of others and who have the skills to resolve any conflict in non-violent ways;

- young people who have the desire and the skill to participate in shaping society, in their own community, their nation and in the world.

It is clear that such values, if they are to be achieved at all, cannot be taught in a few lessons, but must be part of a long-term process that involves parents, teachers, school board members and requires also the political will to achieve such goals. Moreover, such values cannot be taught in a verbal way, like a set of doctrines, if they are to result in real behaviours. Bartelds (1984) suggests that these attitudes develop best in an enviroment in which

(1) responsibility and independence are stimulated;
(2) there is room for experimentation with behaviour and learning styles;
(3) educators do not <u>preach</u> values, but <u>model</u> these values by their conduct;
(4) attention is paid to the emotional feelings and well-being of others;
(5) cooperation is emphasized rather than competition.

Based on the different provincial curriculum documents and on the considerations outlined above, the values or attitudes by which teachers' opinions were sampled included the values of cooperation, conflict

resolution, empathy, mutual interdependence, participation in society, appreciation for cultural differences, development of responsibility and self-worth, and tolerance for the opinions of others.

In order to review the state of peace education in school systems across Canada it is also necessary to describe the organization of Canada's educational system. Since education is a provincial responsibility, the overall educational policies are set by ten provincial ministries of education and the two territorial (Yukon and the North West Territories) ministries. Consequently, a survey of the provincial policies and regulations must take into account as many as twelve provincial educational documents.

Within each province, the various school divisions, or school boards, have considerable local flexibility. The various provincial goals of education are general enough to allow school boards to develop more explicitly themes such as education for social justice, multicultural education, and even nuclear awareness education. In such cases, school boards may simply encourage their teachers to develop such themes, or the boards may set up task forces to develop curriculum in these areas.

Provincial educational documents generally prescribe the educational objectives that should be achieved during each year and in each course, but do not prescribe the specific ways the objectives must be achieved. Since the provincial educational objectives have knowledge, skill, and attitude components, teachers have considerable local responsibility for designing the educational strategies for achieving the objectives. For example, the educational objectives encouraging global understanding, tolerance for cultural differences, participation in society from a local to global level, allow teachers to discuss topics related to militarism and the arms race.

Many provincial educational documents prescribe a 'core curriculum' that can be achieved in about 80% of the classroom time available. Although

many topics may be suggested for the remaining 20% of time, school jurisdictions and local school teachers often have the freedom to choose topics of special or local interest. It therefore appears that teachers in Canada do have the freedom to address issues related to war and peace in a balanced manner, in their classrooms.

Teachers' federations also have an important influence within each province or territory. The Canadian Teachers' Federation is the umbrella organization of the different federations but each province has at least one teachers' federation with some provinces having four or five.

The survey addresses each of the four constituencies mentioned with respect to the policy statements, curriculum documents and other questions related to peace education.

Provincial Curricula Relevant to Peace Education

Most of the topics associated with peace education, with the exception of Ecology and Religious Perspectives on War and Peace, fall in the domain of what is often called Social Studies. The topic of Ecology falls within science programmes in the elementary school, or in general science, biology or chemistry in the secondary schools. The topic Religious Perspectives on War and Peace usually falls within religious studies programmes which are offered primarily in Roman Catholic or independent Protestant schools.

Canadian Social Studies programmes generally spiral out from the study of the family and the local community in Division I(K-3) to the study of the global community by Division IV(grade 10-12).

Figure I depicts such a programme for a typical Canadian province.

Figure 1 - A Typical Canadian Social Studies Programme

Grade Twelve - Global Issues
Grade Eleven - Civilization in History
Grade Ten - Participatory Citizenship
Grade Nine - Our Canadian Heritage
Grade Eight - World Cultures
Grade Seven - Living in North America
Grade Six - Our Country, Canada
Grade Five - Our Province
Grade Four - Canadian And World Communities
Grade Three - Meeting the Needs of Communities
Grade Two - Living Together in the School and Neighbourhood
Grade One - Living Together in a Family
Kindergarten - Living in the Immediate Environment

(Major Source: Newfoundland Social Studies Curriculum Guide)

While adhering to this vertical opening up from the local to the global scene, some of the provinces, Manitoba and Alberta in particular, also provide for a local to global opening up in a horizontal sense by including topics such as Neighbourhoods around the World in grade 2 and Culturally Distinct Communities in grade 3, for example. All provinces offer at least one World Issues course in high school, with Alberta offering two compulsory World Issues courses in grades 11 and 12.

Another important characteristic of Canadian society, which is reflected in all provincial curricula, is Canada's multicultural heritage. This heritage, together with the continuing influx of immigrants and refugees, requires a special educational emphasis on the value of various cultural, linguistic, racial and religious origins. The requirement of Canadian students to live harmoniously in a multicultural Canada, should, in principle, equip them well to be citizens of an increasingly interdependent world.

A feature of the high school programmes in a number of provinces is in the flexibility of the programmes. In Saskatchewan, Manitoba and Alberta, for example, topics specified in the curriculum guides cover only about 70-80% of the teaching time available. The remaining time may be devoted to important current issues such as the nuclear arms race and disarmament. In a variation of this model, the Nova Scotia Modern World Problems course for grade 12 lists up to 18 possible topics six of which might constitute a full year course. One of the suggested topics is NATO, the Warsaw Pact and the Nuclear Arms Race, so that teachers in Nova Scotia do have the opportunity to address the topic in the classroom. The Manitoba World Issues course looks at the issues of Lifestyle and Development, and Global Organization, explicitly from an East-West and a North-South Perspective, and includes a unit on Future Studies.

Whereas most topical outlines of Social Studies courses emphasize the

knowledge objectives, the various provincial programmes also emphasize the development of inquiry and communication skills. Students are expected to develop the skills required to recognize problems, to gather information, to analyze and reach tentative conclusions and to communicate their findings and opinions in a clear and logical way. Various provincial programmes also place a great deal of emphasis on the development of those skills that will enable a student to participate effectively in society from the local to the global level. In the teacher survey carried out, teachers indicated that the development of such participation skills should receive even greater emphasis in the Social Studies programmes.

In principle, it appears that the knowledge, skill and value goals of Social Studies education in Canada are in close agreement with those of peace education. The topics of world hunger and development, human rights and social justice, and multiculturalism are included in all provincial programmes. At least half of the social studies curriculum guides identify issues related to the nuclear arms race, or global conflicts explicitly as topics that may be selected as part of a world issues course. However, some provincial ministries in current reviews of Social Studies programmes are weighing the possibilities of including these topics in the core of the programmes. The Newfoundland and Labrador Master Guide for Social Studies (1980) suggests that "the problems of prejudice, depersonalization, lawlessness, pollution, hunger, war, and the threat of a nuclear holocaust" are becoming more acute. The Ontario Ministry of Education, in its 1986 draft guidelines, suggests teaching units on the Global Village, Aggression and Violence, Social Change, Themes of Our Times, and War and Peace in a number of its high school courses. In addition, the Ontario science programmes (1986 draft) specify a 'societal application' component to all topics covered in physics, chemistry and biology. This would imply a discussion and subsequent evaluation of the current applications of the basic physics to modern technology, including military technology. In such ways, nuclear energy, nuclear weapons, the physical consequences of nuclear

explosions, and the effects of nuclear radiation on living tissue become natural extensions of the science programmes.

Another feature of the Ontario science programme is the introduction of a new Science in Society course in which a great variety of topics including nuclear weapons issues will be discussed. This course, which is intended to be taught at an advanced level, is aimed at students inclined towards the Arts and Humanities. Alberta is developing a sequence of Science, Technology and Society courses with similar goals for its high schools. Manitoba and Quebec have also set up task forces to investigate the implications of peace education for the International Year of Peace, and, in the longer term, for the curriculum as a whole.

On 10 July 1985, the Quebec Cabinet decided to approve the principle of official Quebec participation in the celebration of the International Year of Peace. A working group was set up to plan ways of involving the public and the schools in celebrating the International Year of Peace. Under the guidance of an advisory committee, which included representatives of parent groups and school boards, the group designed a poster representing a call for global understanding and disarmament, a folder outlining possible ways in which students can be actively engaged in the pursuit of peace, and a teaching unit entitled Éduquer à la paix: c'est contribuer à bâtir la paix, designed to be used on 24 October 1986, the United Nations Day. The major themes of the teaching unit are "Peace at the Personal Level" and "Peace at the Societal, Global Level."

Teachers' Federations Policy Statements

On 2-4 May 1985, the Canadian Teachers' Federation (CTF) organized a Peace/Disarmament/Security Consultation with the aim of formulating a set of policy statements as an official peace policy of CTF, and to prepare a set of guidelines for peace education in Canadian schools. These policy statements were adopted by the annual general meeting of CTF, 10-12 July 1985.

In its policy statement (Appendix A), CTF defines peace as a "positive state of justice and mutual respect" and says that the pursuit and attainment of peace, while "initially the responsibility of each individual person...is a special responsibility of teachers." CTF also endorsed the principle of worldwide nuclear disarmament and urged Canada to demonstrate an active concern for human rights, international understanding and peaceful coexistence.

Among the peace education priorities, CTF emphasizes global understanding, justice, nuclear awareness and the arms race, world hunger and poverty, multiculturalism, racial equality and ecology. Among skills and values, CTF emphasizes mutual respect, respect for cultural differences, cooperation, non-violent conflict resolution, and responsibility.

CTF also urged its member organizations to advocate their concern for peace publicly, to implement policies promoting peace and combating violence, to provide inservice activities for teachers involved in peace education, to educate parents and other members of the public with regard to peace issues and to collaborate with school boards, departments of education, business and community groups to develop educational activities promoting peaceful coexistence.

The CTF policy statements have since been officially endorsed by the Newfoundland Teachers' Association, the Ontario Secondary School Teachers'

Federation, and the Nova Scotia Teachers' Association. Moreover, a number of teachers' associations have additional and/or prior statements regarding peace and disarmament education.

Three of the Ontario teachers' federations have policy statements promoting peace and worldwide nuclear disarmament. The Yukon Teachers' Association has created a subcommittee called Educators for Global Responsibility which has a mandate to create a greater awareness of global issues among Yukon teachers and students, and to develop, in consultation with other teachers' associations, teaching strategies on the theme of Global Awareness.

In addition to adopting policy statements, two teachers' federations have initiated or encouraged a certain amount of curriculum development. The Saskatchewan Teachers' Association operates the Stewart Resources Centre in Saskatoon which contains extensive peace education resources in the form of teaching materials, journals, fiction and drama, and other reference books. (A bibliography of materials is available from the Stewart Resources Centre.) A number of units entitled Peace Education on Remembrance Day, by V. Galléen are available for Division I-IV students. The units contain games, art projects, fact sheets, poetry, and readings which provide differing points of view, as well as suggestions for other classroom activities related to peace and the memory of past sacrifices.

A nuclear awareness unit, entitled Thinking Globally--Acting Locally, was written by R. Ast of the International Awareness Committee in consultation with the Regina Public and Separate School Divisions. Titles include 'Nuclear War-Why Worry?,' 'Conflict (and Conflict Resolution),' and 'Concepts of Peace.' The unit contains teaching suggestions for all levels

and can be adapted for use in Social Studies, English, Home Economics, Religious Education or Science courses. Other units address 'Human Needs and Development,' and 'World View and Information.'

In its policy statement, the Centrale de l'enseignement de Québec (CEQ) (representing 20,000 Quebec francophone school and CEGEP teachers) expresses its opposition to the stockpiling of weapons of mass destruction, and to cruise missile testing in Canada. It urges a nuclear freeze, no first-use of nuclear weapons by all nations, the peaceful settlement of conflicts, and the declaration of Canada as a nuclear-free zone. CEQ, in addition, endeavours to make young people and the general populace aware of the "threat of nuclear war and the need for understanding and cooperation among nations."

CEQ has developed a number of 'cahiers pedagogiques', including one to celebrate the International Year of Youth and another on Human Rights. These cahiers contain numerous 'lesson plans' aimed at different levels in the school or college system. The lessons are structured in a style reminiscent of Paulo Freire's approach to teaching, beginning with a familiarization with the problem to be discussed (observation de la réalité), analysis of the problem (analyse de la réalité) often by means of group activities, and a discussion of alternatives (transformation de la réalité). The units present a particular political orientation urging students to accept a particular point of view rather than leaving them 'free' to arrive at their own conclusions.

The British Columbia Teachers' Federation (BCTF) has also been deeply involved in peace education activities. The BCTF has trained 18 teachers as 'peace associates' who are equipped to hold peace education workshops for groups of teachers throughout the province. The teachers' federation has also initiated a series of annual student conferences, the most recent of which (25 October 1985) was entitled 'Students, Peace, and Power.' The federation has collected or produced a series of lesson aids on peace education including the topics of Conflict and Conflict Resolution (Primary and Intermediate), World Development (Primary), World Development and Disarmament (Intermediate) and seven different teaching packages on Nuclear Arms Issues (Secondary Schools). The BCTF is a member of the B.C. Peace Education Coalition which also holds student conferences on peace-related issues.

School Boards

Canadian school boards were surveyed to determine whether or not they had an official district policy on peace education and whether or not each board had initiated some type of curriculum development in peace education. Thirty boards responded positively by indicating that some discussion, policy development or curriculum development had been initiated.

The highest level of satisfaction with the current provincial curriculum guidelines was indicated by Alberta school boards. Six Alberta school board representatives expressed appreciation for the global awareness theme that pervades the Alberta Social Studies curriculum and for the grade 11 and 12 World Issues courses which address resource development, poverty, cooperation and conflict among nations, and related issues. Most of the Alberta districts responding have also held teacher workshops on peace education or social justice education. The Alberta Social Studies Resource Guide also lists resources on 'Aggression and Conflict,' 'War and War

Prevention,' and readings on the arms race. Two Alberta boards (Edmonton Separate and Yellowhead School Division) have set up task forces to review Nuclear Awareness/Social Justice Issues.

Most of the actual curriculum development in the area of nuclear awareness education appears to be carried out in Ontario. The Wellington County Public and Separate boards, and the Waterloo County Public school boards have set up a task force which has developed a Nuclear Awareness unit for the grade 10 Canada and the Contemporary World course. The North York Board of Education task force presented its White Paper on Nuclear Awareness Curriculum to the board early in 1986 and recommended, among other things, that a nuclear awareness curriculum be put in place by 1987, and that the feasibility of developing a Conflict Resolution unit for elementary schools be investigated.

The Toronto Public School Board has had a task force on 'Thinking and Deciding in a Nuclear Age' that has been active since 1982. The Toronto Board has held a number of teacher workshops and student conferences on peace education issues and has developed two teaching units entitled Canadian Decision-making in the Nuclear Arms Race, and Understanding the Arms Race: A North-South Perspective. These units are aimed at secondary school students and contain teaching strategies, lesson plans, suggestions for student activities, and many resources. Toronto intermediate level teachers have access to four resource units on the African crisis developed by the National Survival Institute. The board has also organized annual student conferences on global issues and sponsors a student-run newspaper for the entire school system.

The Carleton Board of Education has developed two Canada at War units which look at the issues of war in a critical way. Readings included as resources encourage students to reflect on the human costs and sacrifices that result from war. In addition, a Remembrance Day kit with 60

audio-visual or print resources raise questions in students' minds about past and future world conflicts.

The Toronto Metropolitan Separate School Board encourages the themes of social justice, non-violence and conflict resolution, and international understanding in its Family Life, Religious Education, and Social Studies programmes. A teachers' guide on Race and Ethnic Policy and Multiculturalism gives teachers many suggestions on using the multicultural diversity in Toronto schools in positive, constructive ways.

Other Ontario School Boards which currently have task forces investigating peace education/nuclear awareness issues include the Peterborough County, Scarborough, Grey County, London, and Lincoln County Separate school boards. The Lincoln County committee has prepared a 12-day unit on peace which culminated on the International Day of Peace, 18 September 1986, with a celebration at the Port Erie/Buffalo Peace Bridge.

Three British Columbia School Boards have been active in the area of peace education. A ten-lesson peace education unit entitled Conflict and Change was field-tested in seven grade 6 and 7 classes in Burnaby during the 1985-86 school year and will be evaluated and revised in time for the 1986-87 school year. The major components of the unit are on conflict, conflict resolution and the nuclear arms race. Martin Luther King's 'I Have a Dream' forms the basis, in the last two lessons, for looking towards the future with hope.

On 13 January 1986, the Vancouver Public School Board passed a motion committing it to support efforts by its staff and community to promote peace and understanding among the peoples of the world. The curriculum as a whole will be adapted to include a focus on group and individual responsibility as global citizens. The school district will also strike a

committee or task force to identify or develop material to increase awareness and understanding of global education.

The Prince George School Board has set up a committee to further Multicultural Education and has also encouraged district schools to engage in Nuclear War and Disarmament Education and, in addition, has endorsed a local peace march.

In Saskatchewan, the teaching kit Thinking Globally--Acting Locally was prepared with funding support from the Regina Public and the Regina Roman Catholic Separate School Boards. While the units in the kit are used by Regina teachers, the kit has not been officially endorsed by either school board. The Saskatchewan Valley School Division (Warman, Sask.) is in the process of developing a locally approved course for grades K-9 entitled "Welcome to our World" which will encourage global citizenship, multiculturalism and peace.

In Manitoba, one School Division (Seven Oaks in Winnipeg) indicated that a motion was passed at the board that the superintendent's department investigate the feasibility of introducing a peace education programme in the school division. A number of teacher inservice workshops have been held in recent years and several teachers are individually involved in peace education in the school division.

In Quebec, five School Boards, or Commissions scolaires (Régionales de l'Outaouais, Régionale la Vérendrye, des Manoires, St-Exupéry, and Régionale du Golfe) indicate some local peace education activities. The resources used include the Centrale de l'enseignement du Québec (CEQ) units Un F-18 pour la paix, La Jeunesse: s'engager au-delà des mots and the Canadian Red Cross Unit 'La Paix...y crois-tu?. Other activities are also planned for the International Year of Peace.

In Newfoundland, the Terra Nova Integrated School Board set up a task force in 1985 to formulate policy guidelines for teachers in the area of peace education. The task force is looking at the issues of the nuclear arms race, interpersonal and international violence, non-violent conflict resolution, and social justice. The Port au Port School Board encourages individual teachers to be engaged in peace and justice education and to encourage students to become more actively involved in the issues of war and peace, poverty and social justice. A number of workshops on militarization, war and peace have been held in Port au Port high schools with the help of the Canadian Catholic Organization for Development and Peace.

Teacher Survey

The teacher survey included teachers who were identified by school board superintendents as being interested, or involved, in peace education at various grade levels. These teachers were asked to respond to a number of questions related to their experience in peace education, the components of peace education considered most important, the attitudes and values considered most important and the areas in which support materials are required.

Table I indicates the percentage of teachers who regularly include various components of peace education in their programme. The peace education topics most widely taught by the elementary school teachers are Human Rights and Social Justice, Peacemaking and Nonviolence, and Multiculturalism. Of the topics listed in Table I, only Peacemaking and Nonviolence is not explicitly mentioned in provincial curriculum guides. Secondary school teachers indicated a greater exposure to Current Global Issues, World Hunger and Development, Human Rights and Social Justice and Global Understanding.

TABLE I

COMPONENTS OF PEACE EDUCATION MOST FREQUENTLY TAUGHT IN CANADIAN CLASSROOM

Topic	Elementary (K-6) N=22	Secondary (7-13) N=69
Global Understanding	39	63
Current Global Issues	33	75
Human Rights and Social Justice	33	63
World Hunger and Development	56	65
Peacemaking and Nonviolence	56	57
Multiculturalism	50	43
Ecological Balance	33	30
International Law and Organizations	28	37
Religious Perspectives on War and Peace	22	32

* The figures indicate the percentages of responses in which the topics were mentioned

It should be noted also that the topics of Ecology and Religious Perspectives on War and Peace do not receive a high emphasis by the (primarily) social studies teachers surveyed, even though Ecology is taught in essentially all Canadian science programmes. Religious Education courses are common in Roman Catholic schools but not in public schools in Canada.

Teachers were also asked to indicate the peace education topics they considered most important. The differences between the responses of the elementary and secondary school teachers are rather interesting. The topic Peacemaking and Nonviolence, which does not occur in the provincially mandated curriculum guides, is considered by far the most important

component of peace education by the elementary school teachers, whereas Global Understanding, Human Rights and Social Justice, Current Global Issues and World Hunger and Development are ranked as important as Peacemaking and Nonviolence by the secondary school teachers. Perhaps surprising is the relatively low rating for Multiculturalism, and International Law and International Organizations (UN, UNESCO, World Court), especially at the secondary level.

TABLE II

PEACE EDUCATION TOPICS CONSIDERED MOST IMPORTANT FOR CANADIAN SCHOOLS

Topic	Elementary N=22	Secondary N=69
Global Understanding	30	75
Current Global Issues	45	61
Human Rights and Social Justice	35	67
World Hunger and Development	45	61
Peacemaking and Nonviolence	75	73
Multiculturalism	45	34
Ecological Balance	35	28
International Law and Organizations	15	15
Religious Perspectives on War and Peace	20	21

Table III indicates the value components of peace education that teachers consider important enough to require greater emphasis in Canadian schools. All the values listed, except for the attitude (and skill) of nonviolent resolution of conflicts, are frequently mentioned as important in current Social Studies curriculum guidelines.

TABLE III

VALUE COMPONENTS OF PEACE EDUCATION THAT SHOULD RECEIVE GREATER EMPHASIS IN CANADIAN SCHOOLS

Topic	Elementary N=22	Secondary N=69
Cooperation, Local and Global	77	72
Nonviolent Conflict Resolution	91	72
Empathy Towards Others	73	65
Mutual Interdependence	55	59
Participation in Society (local to global)	68	72
Appreciation for Cultural Differences	59	66
Developing Responsibility and Self Worth	82	71
Tolerance for Other Opinions	73	74

The elementary school teachers identified the values of nonviolent conflict resolution, cooperation, and the development of responsibility and self-worth as the three values that most required increased emphasis.

The secondary school teachers rated these three values along with tolerance, and participation in society as essentially equally important. The total range in percentage mention for each value was 36% for elementary school teachers, but only 15% for secondary school teachers. Aside from sample size, this may be a reflection of the emphasis on cognitive objectives in Canadian secondary schools.

The emphasis on the value of nonviolent conflict resolution is reflected in a number of recent curricula. The Vancouver Branch of the United Nations

Association of Canada, for example, have published a number of teaching units on Conflict Resolution for elementary and intermediate grades. The North York School Board (1985), and the Commission scolaire St-Exupéry have identified conflict resolution as a topic important enough to serve as a focus for some curriculum development for elementary schools. The topic has clear relevance for the personal lives and family situations of school children and has obvious implications for society as a whole.

The teachers participating in the survey were also asked to indicate which peace education topics required additional resources, and also the type of resources that would be most helpful to the teacher. The responses in Table IV indicate that the vast majority of elementary school teachers wanted more resources to teach the topic Peacemaking and Nonviolence. Secondary school teachers also indicated this topic as most in need of additional resources, with the topics of Human Rights and Social Justice, and Global Understanding also receiving frequent mention.

TABLE IV

PEACE EDUCATION TOPICS REQUIRING ADDITIONAL RESOURCES

Topic	Elementary N=22	Secondary N=69
Global Understanding	52	59
Current Global Issues	43	49
Human Rights and Social Justice	57	63
World Hunger and Development	27	41
Peacemaking and Nonviolence	82	73
Multiculturalism	36	21
Ecological Balance	23	25
International Law and Organizations	36	29
Religious Perspectives on War and Peace	33	17

Teachers were also asked the types of resources needed on the above topics. Topical films were mentioned most frequently as a valuable resource. These results appear to be consistent with the results of a National Film Board of Canada survey, in which the most-requested audio-visual resources for peace education videotapes and/or films. The need for up-to-date, factual materials in the form of fact sheets listed second in importance and the need for classroom-ready units and teachers' guides next. A number of teachers also indicated a need for topical educational kits containing slides, overheads, fact sheets and teacher guides. It is not clear whether the teacher responses indicated a dearth of available resources or a lack of familiarity with the resources. One teacher wrote that materials were, in fact, available on all topics listed but that teachers lacked a coherent philosophy of peace education by means of which the various components could be integrated into a coherent educational programme.

When teachers were asked to identify other courses in their school in which peace education was addressed, the areas most often mentioned were Religious Education (despite the fact that only half the teachers surveyed taught in Catholic schools) and English Literature. The other subjects frequently mentioned in this regard were Science (ecological concerns, nuclear energy and nuclear explosions) and Drama (the arms race, and conflict resolution).

A common element in Tables I-IV is the importance of Peacemaking and Nonviolent Conflict Resolution. In the teacher survey, but also in a number of teachers' federations policy documents, the skills of constructive conflict resolution are not only prerequisite to peacemaking on the international stage, but have especially important benefits for students' personal, family and community lives. In the Burnaby unit Conflict and Change (Draft 1985) students analyze conflicts in their own experience and practise a variety of conflict resolution strategies in these situations. Throughout the unit

the scale of conflicts studied is slowly expanded to the global stage. In some of the peace education units produced in Canadian schools, the assumption is made that the skills required for constructively resolving interpersonal conflicts are identical to the skills required to solve international conflicts. There is clearly a need to familiarize teachers with a greater variety of conflict resolution strategies such as the ones discussed in the Christian Movement for Peace (1984) peace education programme, or in Alternatives to Violence (1984), a peace education programme prepared by the Quakers, or in Perspectives: A Teaching Guide to Concepts of Peace (1983). In these three curriculum projects students are exposed to a wide variety of conflict resolution strategies, and the curriculum projects avoid the naive over-simplification that the solutions of global conflicts are as simple as the solutions of interpersonal conflicts might be.

Conclusions

The survey shows that many of the components of peace education are reflected in Canadian Social Studies programmes and are beginning to become part of subject areas such as Science, Religious Education, Literature and Drama courses. Teaching peace education, including nuclear arms education, is consistent with all the provincial statements of the goals of education. Some provinces are beginning to introduce specific nuclear awareness and war-and-peace units into the curriculum.

Schools boards throughout Canada have grappled with the problem of peace education and a fair number have taken the opportunity to set up task forces to investigate further the feasibility of developing curriculum in the area. The prime concern has been with the development of Nuclear Awareness Units, with Conflict Resolution and Social Justice units generally added for primary grades.

In general, there is greater support for peace education from teachers' federations than from any other constituency. Almost all teachers' federations encourage peace education activities, and some federations support the development of curriculum units and peace education associates.

Several hundred teachers interested in peace education were identified by superintendents of education. These teachers indicated considerable experiences in teaching about human rights, social justice, multiculturalism and global issues but regarded the topic of peacemaking and nonviolence as the most important component of peace education, with global understanding also ranked high for secondary school teachers.

The teachers also supported a greater emphasis on peace education values, especially the values of nonviolent conflict resolution, developing responsibility and self-worth, cooperation, tolerance for other opinions and the value of participating in society at all levels.

Teachers also indicated that supportive materials were needed, especially in the areas of peacemaking and nonviolence and, in the written responses, in the area of militarism and the arms race.

Teachers expressed a general preference for materials in the form of films or videotapes, but also requested up-to-date fact sheets on current global issues, and teacher guides or teaching units which can be used directly in the classrooms, especially in the conflict resolution area.

In addition to the organizations and teachers surveyed, there are, of course many other organizations involved with peace education. Volunteer organizations such as Educating for Peace, Educators for Social Responsibility, and other organizations such as Learner Centres are also active in providing expertise, curriculum resources and teaching strategies in peace education.

APPENDIX A

CANADIAN TEACHERS' FEDERATION RESOLUTIONS REGARDING PEACE EDUCATION

7.4 PEACE AND DISARMAMENT

7.4.1 CTF believes that peace is not merely the absence of war but is a positive state of justice and mutual respect which fosters humane and fair conduct in which differences are reasonably accommodated and violent conflict is unthinkable. (1985)

7.4.2 CTF believes the pursuit and attainment of peace is initially the responsibility of each individual person and, concomitantly, is a special responsibility of teachers. (1985)

7.4.3 CTF believes that the pursuit of peace is inextricably bound to the issues of human rights, a more equitable international economic order, preservation of the environment, individual and collective security, and disarmament. (1985)

7.4.4 CTF believes that, to be genuine and lasting, peace must be shared equally by all the peoples of the world. (1985)

7.4.5 CTF believes that violence and the abuse of power are never to be used to solve conflicts. (1985)

7.4.6 CTF believes that children have the right to live, grow and develop in a world free of war and the threat of nuclear destruction. (1985)

7.4.7 The Canadian Teachers' Federation endorses the principle of worldwide nuclear disarmament. (1983)

7.4.8 CTF supports the constitutional commitment of the World Confederation of Organizations of the Teaching Profession "to promote international understanding and goodwill, with a view to safeguarding peace and freedom and respect for human dignity."(1982)

7.4.9 CTF believes that Canada, through its membership in the United Nations and other world bodies, and in its bilateral dealings with other nations, should demonstrate an active concern for human rights, international understanding and peaceful coexistence. (1982)

7.4.10 In its own international relations, CTF should affirm and demonstrate its commitments to these same purposes, its belief in the importance of education as an instrument for promoting them, and its support for the efforts of teacher organizations to influence public policies accordingly.

7.5 PEACE EDUCATION

7.5.1 CTF believes that world peace and individual freedom are both rational premises and viable objectives for education. (1985)

7.5.2 CTF believes that educators should provide leadership in supporting the concept of global understanding and peace. (1985)

7.5.3 CTF believes that justice, mutual respect, and respect for differences can be taught and learned. (1985)

7.5.4 CTF believes that students must be assisted in acquiring skills to make choices related to world concerns. (1985)

7.5.5 CTF believes that peace education must concern itself with teaching cooperation at all levels (1985)

7.5.6 CTF believes that a most urgent task of public education is to provide our young people with the knowledge, understandings, attitudes, skills and powers to transform our earth into a world beyond war and to live fully and authentically in this world of peace, democracy and justice. (1985)

7.5.7 CTF believes that funds must be made available from public sources for the school system to undertake changes in structure and curricula, to educate the youth of our country, to believe they have a right to live in peace and to give them the skills to achieve this end. (1985)

7.5.8 CTF believes that the rules, decision-making procedures, interpersonal relationships, discipline and other institutional features of the school should foster cooperation, non-violent conflict resolution, and responsibility for the school environment. (1985)

7.5.9 In planning peace education activities in schools, CTF believes that teachers and other persons responsible for peace education should consider, among other things, the following matters:

7.5.9.1 Inclusion of studies of nuclear weapons, the arms race and its connection to world hunger and poverty, the history of international disarmament negotiations, broad social and political studies including multiculturalism and racism, and protection of the environment as aspects of peace education. (1985)

7.5.9.2 Developing skills of mediation and other forms of non-violent conflict resolution. (1985)

7.5.9.3 Finding a balance between special peace studies and integrating education for and about peace within the regular curriculum.(1985)

APPENDIX B SAMPLE PEACE EDUCATION UNITS (ANNOTATED*)

Modern World Problems
Peace Education on Remembrance Day
Canadian Decision-Making in the Nuclear Age
Understanding the Arms Race: A North-South Perspective
Teaching for Peace: A Rationale and Activities for Elementary Schools
Remembrance Day—Primary and Junior
Remembrance Day—Intermediate and Senior
Canada at War
Conflict and Change (Draft)
Lincoln County Peace Education Unit (Draft)
Nuclear Awareness Unit (Draft)
A Quebec Arms Industry, or Jobs for Peace?/Les Usines d'armements au Québec, ou des emplois pour la paix
Si vous croyez aux droits humains
La Jeunesse: s'engager au-delà des mots
Éduquer à la paix : c'est contribuer à bâtir la paix
Vivre en harmonie
Project préviens : la violence et l'agressivité
La Paix...y crois-tu?
Questions de justice : un introduction aux conventions de Genève/ What's Fair: The Geneva Conventions
Nuclear Arms—Environmental Questions for Educators Vol. I, No. 1
Acid Rain—Environmental Questions for Educators Vol. I, No. 2
The African Crisis—Food (Grades 1-8)
The African Crisis—Water (Grades 1-8)
The African Crisis—Health (Grades 1-8)
The African Crisis—Population (Grades 1-8)
Introducing the World Handbook
Thinking Globally—Teaching Locally
United Nations Education (Various Titles)
Christian Movement for Peace (Various Titles)

*French units are annotated in both French and English.
Les documents français sont résumés en français et en anglais.

MODERN WORLD PROBLEMS

(Nova Scotia Department of Education, 1976)

A teachers' guide for a high school social studies course on world issues. Contains 11 topics in detail plus 7 suggestions for optional topics. Six to eight topics constitute a full course. Each unit consists of objectives, contents and resources. The bibliography at the end contains reference to periodicals, books, other print information, simulations and games and individual materials.

CONTENTS

RATIONALE	1
AIMS	2
GENERAL TOPICS	3
CANADA AND MODERN WORLD PROBLEMS	4

TOPICS

Topic 1 - Hot Spots	7
Topic 2 - United Nations	10
Topic 3 - Development	13
Topic 4 - The 'Developing Countries'	16
Topic 5 - New International Economic Order	20
Topic 6 - Revolt and Revolution	24
Topic 7 - Prejudice	26
Topic 8 - Sovereign and Territorial Rights	29
Topic 9 - North Atlantic Treaty Organization, the Warsaw Pact and the Arms Race	31
Topic 10 - Energy	33
Topic 11 - Supranational Trade Blocs	36

BIBLIOGRAPHY

I	Periodicals, Newsmagazines, Newsletters and Newspapers	40
II	Books	43
III	Other Sources of Print Information	52
IV	Simulations and Games	56
V	Audio-Visual Materials	58
VI	Addresses of Publishers of Audio-Visual Materials	67

PEACE EDUCATION ON REMEMBRANCE DAY

(Division 1 and 2; Division 3 and 4)

(V. Galléen, Saskatchewan Teachers' Federation, Stewart Resources Centre)

The booklet contains a number of games, art projects, ceremonies related to war and peace, and concrete examples, such as war toys, poppies and peace gardens are used to introduce the topics to Division 1 students. In Division 2 the emphasis shifts more towards remembering those who died in war and allows children to voice their own concerns and fears.

In Divisions 3 and 4 (booklet II) the themes are enlarged to include remembering the survivors and remembering the enemy. Students also begin to look at the causes of war, and the reasons for considering some people or nations as enemies.

CONTENTS

A Foreword 1

Activities for Division III

Reminiscences 5
Letters Home 5
Women and War 6
Heroes and Heroic Actions 6
Humour in War 7
Peace As Survival 8
Cartooning About War and Peace 9
Symbols of War and Peace 9
An Act of Remembrance 9

Activities for Division IV

Friends and Enemies	13
Democracy and the Evil Leader	13
The United Nations	14
Soviet-American Relations	15
The Japanese Canadians	16
World Citizenship	17

Bibliography 21

Appendix I - War Experiences, Stories, Fact Sheets, Poems 23-81

CANADIAN DECISION-MAKING IN THE NUCLEAR ARMS RACE (DRAFT)

(Developed by the Social Studies Department of the Toronto Board of Education, 1985)

The unit is designed to be part of the Ontario high school Contemporary Canada and the Twentieth Century, and the World Issues courses. The aims of the unit include helping students appreciate that complex world issues rarely have easy solutions and teaching them to be willing to consider alternatives to their own ideas. Classroom activities include student research projects, discussions on conflict resolution at a personal level, writing student reactions in their daily journals. The unit also contains an extensive discussion on Canada's role in NATO and NORAD with arguments for and against Canada's participation in these alliances or defensive arrangements. Other activities relate to the deployment of cruise missiles, the Strategic Defense Initiative, and the nuclear arms race. The unit is accompanied by a book of readings and fact sheets which provide the background for the classroom activities. The appendices include suggestions for alternate teaching strategies, discussions, debates and sample daily journal entries.

CONTENTS

1. Why Study the Arms Race?
2. Getting Started (Hopes, Fears, Language...)
3. The Results of Nuclear War - What Is at Stake?
4. An Overview of the Arms Race
5. NATO and NORAD
6. The Cruise Missile Controversy
7. "Star Wars"
8. The Arms Race - What Is Being Done About It?
   What Can Be Done About It?

UNDERSTANDING THE ARMS RACE: A NORTH-SOUTH PERSPECTIVE (DRAFT)

(Developed by the Social Studies Department of the Toronto Board of Education; written by Margaret Wells)

This two to five-week unit is designed to fit into the Ontario OAC World Issues course. The major topics include the Non-Proliferation Treaty, the Arms Trade, the rise of militarism and its effect on the Third World. The unit contains a strong undercurrent of criticism of superpower interventionism in the Third World and provides evidence for the links between militarism and underdevelopment. The unit contains many resources (some dated by recent events in the Philippines), many student activities for group discussion and individual research projects. One of the resources "Looking Beyond Violence" epitomizes the value basis of the unit.

CONTENTS

I. Proliferation
II. Intervention by Superpowers in the Third World
III. Arms Trade
IV. Economic and Social Needs Versus the Arms Race
V. Militarism
VI. Imagining a Peaceful, Secure World

- Suggested Research Topics for Student Essays and Seminars
- Resources

TEACHING FOR PEACE: A RATIONALE AND ACTIVITIES FOR ELEMENTARY SCHOOLS

(Parents for Peace and the Toronto Board of Education)

A booklet that served as a pre-study document for a workshop on peace education for Toronto parents and teachers. It contains helpful suggestions on the resolution of student conflicts and has many teaching suggestions for K-6, plus a good resource list. The booklet could serve as an effective discussion starter for a variety of workshops on conflict resolution in the classroom, or how to create a more peaceful environment in the classroom.

CONTENTS

INTRODUCTION 1

THE CLASSROOM AS A PEACEFUL ENVIRONMENT 6

- Classroom Organization
- Conflict Resolution in the Classroom

TEACHING SUGGESTIONS 13

- Primary Level (K-3)
- Junior Level (4-6)

RESOURCES LIST 41

- Available Films for Children
- Books for Children
- Curriculum Materials and Guides for Teachers

REMEMBRANCE DAY - PRIMARY AND JUNIOR

(Toronto Board of Education, 1984)

A resource book for teachers containing 15 lessons which can be used as an approach, or follow-up, to Remembrance Day. The units contain readings, songs, art projects, and discussion topics related to war and peace, conflict resolution, local and global conflicts, and the future. The emphasis is on student reflection on the causes and the costs of past, current and future wars.

CONTENTS

INTRODUCTION

Part 1: Units of Work Related to Remembrance Day

Remembering

Personal Memories	1
Symbols	4
Memorials	4
Courageous Men and Women	7
Resources	10

Images of War

Prose	15
Poetry	16
Songs and Music	19
Art	21
Resources	22

Towards Peace

Handling Conflict at Home	31
Handling School Conflict	31
Dealing with Conflict in Society	36
Our World - Today and Tomorrow	36
Resources	41

REMEMBRANCE DAY - INTERMEDIATE AND SENIOR

(Toronto Board of Education, 1984)

A resource book for teachers useful for leading up to or following up Remembrance Day. Can also be used as a resource guide for a general unit on war and peace. The unit contains readings, reflections, songs, poetry and art on the wars in which Canada has been involved. The unit should be supplemented with a number of student or class activities.

CONTENTS

INTRODUCTION

Part I: Three Wars - The Cost of Freedom and Peace 1

Part II: Units Related to Remembrance Day 23

The Human Impact of War

War's Absurdity and Horror 25
The Loss of Someone We Love 32
Mourning the Dead 34
Prisoners 36
Refugees - A New Identity 40
Women and War 43
Resources 55

Attitudes

The Holocaust 59
The Experience of Japanese Canadians 62
The Experience of Black Canadians 65
Resources 67

Images of War

Prose	71
Poetry	74
Songs and Music	81
Art	83
Resources	84

CANADA AT WAR

(Carleton Board of Education)

The Carleton Board has developed two units on Canada's involvement in World War I and World War II. The units contain topical outlines, teaching and evaluation strategies for each topic as well as a list of resources. Both units contain appendices with letters, poetry, stories related to being at war and some Remembrance Day activities. In addition a Remembrance Day Resource Kit, with audiovisual aids is also available. Some of the readings encourage considerable reflection on the human and social costs of past and future wars.

CANADA AT WAR - WORLD WAR ONE

1. Introduction
2. Causes of World War One
3. Canada's Reasons for Entering the War
4. Battle Case Study
5. Weapons
6. Conscription Crisis 1917
7. Propaganda
8. Homefront
9. Treaty of Versailles
10. Nationhood
11. Remembrance Day

CANADA AT WAR - WORLD WAR TWO

1. Introduction
2. Causes of World War Two
3. Canada's Reasons for Entering the War
4. New Style of Warfare
5. Battle Case Study
6. Homefront
7. Overview
8. End of the War

CONFLICT AND CHANGE (Draft, 1985)

(Burnaby Public School Board)

After a study on "The Nuclear Anxieties of Burnaby Youth" carried out in 1984 by Susan Hargraves, of Simon Fraser University, a ten-lesson peace education unit was constructed and field-tested in grade 6 and 7 classes in Burnaby during the 1985-86 school year. The unit begins with a discussion and analysis of conflicts in the students' personal lives. Students practice a number of conflict resolution techniques, before the unit address the arms race and superpower conflict. Teacher and student evaluations will be used to revise the unit before the 1986-87 school year. An important aspect of the unit is the emphasis on hope, and participation, in the last two lessons.

CONTENTS

1. Conflict
2. Conflict Resolution
3. Handling Anger
4. What Is Hate? - Images of the Enemy
5. The USSR
6. Soviet Children and Nuclear War
7. Nuclear War, Part I
8. Nuclear War, Part II
9. 'I Have a Dream'
10. 'I Can Do'

Appendices and resources, alternate teaching strategies, readings, and follow-up activities for the whole class.

LINCOLN COUNTY PEACE EDUCATION UNIT (Draft)

(Lincoln County Separate School Board)

A twelve-day unit on peace with teaching suggestions for elementary, junior and intermediate grades. The unit was designed to culminate in a celebration of peace on the Fort Erie/Buffalo Peace Bridge on 24 October 1986, United Nations Day.

PROPOSED TOPICS

1. Friendship
2. What Is Peace?
3. Co-operation
4. Communication
5. Power (to Promote Peace)
6. What Is War?
7. Conflict Resolution
8. World Realities
9. What Is a Peacemaker?
10. Peacekeepers (United Nations, etc.)
11. The Future
12. Celebrating Peace

NUCLEAR AWARENESS UNIT (DRAFT)

(Developed by the Wellington County Public, Wellington County R.C. Separate, and Waterloo County Boards of Education)

The unit, designed to be used in the grade 10 Contemporary Canada and the Twentieth Century course consists of nine (or more) lessons outlining the history of the nuclear arms race, arms control, consequences of nuclear war and Canada's national security requirements. The unit was piloted during 1985 with a view to introducing it into the curriculum in final form by September, 1986. The lessons contain very specific learning objectives, content specifications, teaching strategies, resources available and suggestions for student evaluation. The draft unit contains 30 appendices of up-to-date fact sheets, articles and readings which teachers can use to achieve or supplement the unit objectives. The Cuban Missile Crisis is used as a case history to show how a particularly dangerous confrontation between the superpowers was resolved rationally, and the Korean Airlines Flight 007 as a case history showing how explosive and tense the world situation can sometimes be.

CONTENTS

1. Truman Drops the Bomb
2. The Nature of War
3. Arms Race
4. Cuban Missile Crisis
5. Weapons Systems
6. Arms Control and Agreements
7. The Current Situation
8. Effects and Consequences of Nuclear War
   (could easily take 3-4 lessons)
9. Canada's National Security

A QUEBEC ARMS INDUSTRY, OR JOBS FOR PEACE? (FRENCH OR ENGLISH)
(Centrale de l'enseignement du Québec, Confédération des syndicats nationaux)

This booklet was intended to serve as an introduction to United Nations' International Disarmament Day, 20 October 1984, but could be used as a resource in discussions on war and peace in secondary schools. It contains a wealth of statistics, including names and addresses of arms factories in Quebec. The booklet has a clear political goal: the conversion of arms industries towards civilian production.

CONTENTS

Preface to the second edition 3

Part 1: the Arms Industry

Militarizing the World 6
Quebec's Map of Destruction 8
An Arms Industry 10
Or...Jobs for Peace 13

Part 2: Disarming the Factory

Does Disarmament Mean Plant Closure? 16
No! Conversion and Expansion 17
Conversion Is No Pipe Dream 18

Part 3: Disarming the School, the CEGEP and the University

Activity 1 - Let's Look at the Map 20
Activity 2 - No One Can Escape 22
Activity 3 - The First Gesture 23
Activity 4 - Playing With Solutions 23
Activity 5 - Our Dream 24

LES USINES D'ARMEMENTS AU QUÉBEC, OU DES EMPLOIS POUR LA PAIX?
(FRANÇAIS OU ANGLAIS)
(Centrale de l'enseignement du Québec,
Confédération des syndicats nationaux)

La brochure a pour objet premier de présenter la Journée internationale du désarmement, créée par les Nations-Unies et célébrée le 20 octobre 1984, mais elle peut aussi servir de point de départ à des discussions sur la paix et la guerre dans les écoles secondaires. C'est une mine de statistiques, et l'on y trouve notamment les nom et adresse des usines d'armements installées au Québec. La brochure préconise un objectif politique bien précis : convertir les usines d'armes en des installations de production civile.

TABLE DES MATIÈRES

Préface à la deuxième édition 2

1re partie : les usines d'armements

La militarisation 5
La carte explosive du Québec 8
Les usines de matériel militaire 10
Ou...des emplois pour la paix 13

2e partie : le désarmement et l'usine

Fermer les usines? 16
Non! Les transformer et les agrandir 17
La reconversion, c'est possible 18

3e partie : le désarmement à l'école, au collège et à l'université

Activité 1 - Consultation de la carte 20
Activité 2 - Nous sommes tous concernés 21
Activité 3 - Mettre un orteil à l'eau 23
Activité 4 - Le jeu des solutions 23
Activité 5 - Un rêve 24

SI VOUS CROYEZ AUX DROITS HUMAINS

(Centrale de l'enseignement du Québec)

A teaching guide devoted to human rights issues, rather broadly defined, within the province of Quebec, and on the global level. Each lesson is organized in three segments - observation of reality, analysis of that reality, and transformation of reality. The guide contains many topics and teaching suggestions for primary school (P), secondary school (S), CEGEP (C). (Not available in English.)

Guide pédagogique consacré aux questions - définies en termes plutôt généraux - intéressant les droits de la personne au Québec et dans le monde. Chaque leçon comporte trois volets : observation de la réalité, analyse de cette réalité, et transformation de la réalité. Le guide contient de nombreux thèmes et idées destinés à l'école primaire (P), à l'école secondaire (S) et au CEGEP (C).

TABLE DES MATIÈRES

I. LES DROITS HUMAINS AU QUÉBEC

II. LES DROITS HUMAIN DANS LE MONDE

1. Danger : Guerre nucléaire	(T) Tous
2. Les missiles de croisière	(S) Secondaire
3. Un risque qu'on ne peut prendre	(C) CEGEP
4. La peur du nucléaire	(C)
5. Les préjugés et la paix	(C)
6. Prolifération des armements	(T)
7. Les jouets militaires	(P) Primaire
8. Les jouets militaires (Enquêtes)	(P)
9. Paix et développement	(P)
10. Guerre et paix	(+P,S)
11. Solutions pacifiques aux conflits	(T)
12. Les femmes et la paix	(S)
13. La faim dans le monde	(T)
14. Au nord-est du brésil	(S)
15. La santé dans le monde	(T)
16. Même des enfants disparus	(T)

LA JEUNESSE : S'ENGAGER AU-DELÀ DES MOTS

(Centrale de l'enseignement du Québec)

An extensive teaching guide on a number of issues facing Quebec young people in the modern world. The guide contains 46 different lesson suggestions on the topics. The units contain teaching strategies for all levels of education. The guide was originally prepared for the International Year of Youth. (Not available in English.)

Guide pédagogique complet sur un certain nombre de questions se posant à la jeunesse québécoise de notre époque. Le guide présente 46 idées de leçon sur les thèmes suivants. Les modules offrent des stratégies d'enseignement pour tous les niveaux du système éducationnel. Le guide a été conçu à l'origine pour marquer l'Année internationale de la jeunesse.

1. S'ouvrir au monde des jeunes
2. La participation des jeunes
3. La santé des jeunes
4. Éducation, emploi, situation financière des jeunes
5. Les jeunes et la situation mondiale
    - 5.1 La paix pour tout le monde
    - 5.2 Un F-18 pour la paix
    - 5.3 Le développement, je peux y participer
    - 5.4 Un bateau pour le Nicaragua
    - 5.5 Pour éliminer la sécheresse et la famine

ÉDUQUER À LA PAIX : C'EST CONTRIBUER À BÂTIR LA PAIX (AUTOMNE, 1986)
(Centrale de l'enseignement du Québec, ministère de l'Éducation du Québec)

This cahier pédagogique is designed to provide readings, discussion starters and classroom activities to celebrate the International Day of Peace, 24 October 1986, in Quebec schools. The teacher guide will discuss the theme of peace from the personal to the societal and global levels. A great deal of emphasis is placed on the prevalence of violence in the lives of children and ways of counteracting such violence. The unit should also be usable as part of the regular curriculum. The individual lessons are organized in three parts - EXPLORATION, in which students are introduced to the topic by means of discussions, TREATMENT, in which the teacher introduces new concepts and structures, and SYNTHESIS, in which the students are directed towards the practical consequences and activities that might help to resolve the situation. (Not available in English.)

Le cahier pédagogique présente des lectures, des idées de discussion et des activités à faire en classe, le tout ayant pour objet de célébrer la Journée internationale de la paix dans les écoles du Québec, le 24 octobre 1986. Le guide du professeur aborde le thème de la paix sur le plan personnel, puis dans le contexte de la société et dans celui du monde entier. On met beaucoup l'accent sur la prédominance de la violence dans la vie des enfants et sur les moyens à prendre pour modifier cette réalité. L'ouvrage peut aussi servir dans le cadre du programme d'études régulier. Les leçons sont regroupées en trois sections : EXPLORATION - au moyen de discussions, on présente les thèmes aux élèves; TRAITEMENT - le professeur aborde de nouveaux concepts et structures; et SYNTHÈSE - on amène les élèves à comprendre quelles attitudes et activités pratiques pourraient aider à régler la situation.

VIVRE EN HARMONIE

(Commission scolaire St-Exupéry)

A number of activity units for elementary schools in the general area "Vivre en harmonie" are currently under development at l'École de Normandie in Longueuil. The units stretch over approximately a two-month period and are organized around four themes:

I. **LES MILLE ET UN VISAGES DE L'HARMONIE**
To lead children to define the word "Harmony" in their own words and in the context of their personal lives (15 October to 5 November 1985).

II. **JE SUIS BON ET JE LE DIS. TOI...**
To lead children to an awareness of their capabilities in their various activities and the situations in which they live (25 November to 16 December 1985).

III. **ME FAIRE DES AMIS(ES) POUR LONGTEMPS**
To teach children some practical skills of conflict resolution (13 January to 3 February 1986).

IV. **JE SUIS CAPABLE DE...**
To bring children to explore and become aware of their capabilities (1986).

Each theme contains classroom activities designed to explore the theme and, in addition, contains activities which parents are invited to carry out and discuss with their children at home. A similar unit "PREVIENS", concerned with the prevention of violence in the day-to-day lives of children, was developed and taught in a number of schools since 1980-81.

VIVRE EN HARMONIE

(Commission scolaire St-Exupéry)

À l'École de Normandie située à Longueuil, on est en train de préparer un certain nombre d'activités à l'intention des écoles élémentaires, le thème général en étant "Vivre en harmonie". Les modules couvrent environ deux mois et sont axés sur quatre sous-thèmes :

I. **LES MILLE ET UN VISAGES DE L'HARMONIE**

Amener les enfants à définir le mot "harmonie" dans leurs propres mots et dans le contexte de leux vie personnelle (15 octobre - 8 novembre 1985).

II. **JE SUIS BON ET JE LE DIS. TOI...**

Amener les enfants à se rendre compte de ce qu'ils peuvent accomplir dans le cadre de leurs activités et dans les situations qu'ils vivent (25 novembre - 16 décembre 1985).

III. **ME FAIRE DES AMI(E)S POUR LONGTEMPS**

Enseigner aux enfants quelques notions pratiques à employer pour résoudre des conflits (13 janvier - 3 février 1986).

IV. **JE SUIS CAPABLE DE...**

Amener les enfants à analyser leurs capacités et à se rendre compte de ce qu'ils peuvent accomplir (1986).

À chaque thème s'ajoutent des activités à faire en classe pour analyser le thème en question; il y a aussi des activités qu'on invite les parents à exécuter et à discuter avec leurs enfants à la maison. Depuis 1980-1981, on emploie aussi dans diverses écoles un autre module intitulé "PRÉVIENS" et portant sur la prévention de la violence dans la vie quotidienne des enfants.

PROJET PRÉVIENS : LA VIOLENCE ET L'AGRESSIVITÉ

(Commission scolaire St-Exupéry)

Projet Préviens is a week-long elementary school programme designed to equip children to recognize and resist violence in their daily lives. The project was proposed by a committee of parents and the educational services of the school board to be used originally during Education Week, 29 March - 4 April 1981. The project consists of a teachers' guide which outlines the activities to take place during the week. Some of the objectives of the programme are:

1. To make children aware of the different forms of physical and verbal violence in their lives.
2. To teach children to recognize situations that easily explode into violence
3. To teach children to anticipate the consequences of their actions
4. To teach children to understand and appreciate other people's perspectives in practical situations.
5. To help children to discover alternative ways of settling conflicts and to integrate such conflict resolution strategies into their daily lives.

A cahier d'animation (12-page comic strip) entitled Méga et Micro chez moi pictures some every day situations involving violence, and alternative ways of dealing with such situations.

The programme also contains some songs and posters, and, more important, a component involving parents with the programme during the week of study. (Not available in English.)

PROJET PRÉVIENS : LA VIOLENCE ET L'AGRESSIVITÉ

(Commission scolaire St-Exupéry)

Le projet "Préviens" est une activité qui dure une semaine dans les écoles élémentaires; il vise à donner aux enfants les moyens de reconnaître la violence dans leur vie quotidienne et d'y résister. À l'origine, un comité de parents et les services éducatifs de la Commission scolaire avaient proposé d'exécuter ce projet pendant la Semaine de l'éducation en 1981 (29 mars au 4 avril). Un guide du professeur décrit les activités devant se dérouler pendant la semaine. Parmi les objectifs du projet, citons les suivants :

1. sensibiliser les enfants aux différentes formes de violence physique et verbale dans leur vie;
2. enseigner aux enfants à reconnaître les situations susceptibles d'engendrer facilement de la violence;
3. enseigner aux enfants à prévoir les conséquences de leurs actes;
4. enseigner aux enfants à comprendre les points de vue d'autres personnes dans des situations réelles;
5. aider les enfants à trouver diverses manières de régler des conflits et à intégrer à leur vie quotidienne les stratégies ainsi apprises.

Un cahier d'animation (12 pages de bandes dessinées) intituleé Méga et Micro chez moi illustre des situations quotidiennes marquées par la violence et montre diverses façons de les régler.

Les documents s'accompagnent de chansons et d'affiches et, fait particulièrement important, ils contiennent un volet destiné à favoriser la participation des parents aux activités pendant la semaine d'étude.

QUESTIONS DE JUSTICE : UN INTRODUCTION AUX CONVENTIONS DE GENÈVE

(Niveaux secondaire et collégial)

(Société canadienne de la Croix-Rouge)

La brochure explique comment la Croix-Rouge s'efforce de promouvoir les conventions de Genève dans divers conflits. Elle compte onze leçons, énumère des ouvrages à lire pour se documenter sur le sujet, et propose des thèmes de discussion en classe et des activités à l'intention des étudiants. La brochure est utile pour sensibiliser les étudiants à divers conflits sévissant actuellement dans le monde, dans une perspective (celle de la Croix-Rouge) très différente de celle qu'on adopte habituellement en classe.

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2.	Introduction aux Conventions de Genève et aux Protocoles additionnels	12
3.	La dignité humaine et la guerre	19
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11. La Croix-Rouge et la paix 59

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WHAT'S FAIR: THE GENEVA CONVENTIONS

(Canadian Red Cross Society)

This booklet addresses the role of the Red Cross in promoting the Geneva Conventions in a variety of conflict situations. The unit contains eleven lessons, with background reading material, and suggestions for classroom discussions and student activities. Useful in familiarizing students with a number of current conflict situations from a point of view quite different from that usually taken in the classroom.

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1. Rules for Making War More Humane: Paxium--An Uncivil Conflict 5
2. Introducing the Geneva Conventions and the Protocols Additional 12
3. Human Dignity and War: Joseph's Search 20
4. Fair Witness: The Red Cross and the Geneva Conventions 25

UNIT 2 - RESPONDING TO HUMAN NEEDS THE EVOLUTION OF THE GENEVA CONVENTIONS 31

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2. Protecting and Assisting Civilians: Ravensbruck Concentration Camp 33

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2. Canada and Jewish Immigration, 1933-1948 41
3. The October Crisis: Quebec, 1970 42

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1. Helping Refugees 47
2. Helping Civilians 50
3. Helping Political Prisoners 53

UNIT 6 - ENFORCING THE GENEVA CONVENTIONS 58

1. Breaking Rules: The Iran/Iraq War 58

UNIT 7 - NUCLEAR WAR AND DISARMAMENT 61

LA PAIX...Y CROIS-TU?

(Niveau secondaire V)

(Société canadienne de la Croix-Rouge, Québec)

The unit allows high school students to explore their own notions of peace, to explore different aspects of peace, to develop the skills of peacemaker, and to identify activities in which students can be practically involved in promoting peace. The booklet is written with the aim of allowing students at each stage, to choose their own conception of peace and of peacemaking. The booklet contains many student activities, discussion starters, and research assignments, and relies heavily on student involvement. (Not available in English.)

Le module amène les élèves du niveau secondaire à explorer leurs propres notions de paix et divers aspects de la paix, à acquérir des aptitudes de "pacificateur", et de cerner des activités qui leur permettront de promouvoir la paix concrètement. Le texte vise à donner aux élèves, à chaque étape, la possiblité de choisir leur propre conception de la paix et de la "pacification". La brochure décrit de nombreuses activités possibles, énonce des thèmes de discussion, présente des thèmes de recherche et met énormément l'accent sur la participation des élèves.

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Étape III - Actualiser les habilités acquises en s'engageant dans des projets de pacification

Contenu notionnel 31
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NUCLEAR ARMS - ENVIRONMENTAL QUESTIONS FOR EDUCATORS Vol. I, NO. 1

(National Survival Institute)

A teachers' guide containing facts sheets and readings on the nuclear arms questions. Interspersed with some activities and a simulation game on formulating a Canadian position on arms control and disarmament. Needs to be supplemented with individual student and classroom activities.

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The Nuclear Deterrence Theory	5
Horizontal and Vertical Proliferation	5
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Countries with the Technical Capabilities of Detonating a Nuclear Device	13
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Health and Environmental Consequences of Using Nuclear Weapons	14
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ACID RAIN - ENVIRONMENTAL QUESTIONS FOR EDUCATORS VOL. I, NO. 2

(National Survival Institute)

A unit for high school students. The unit contains extensive fact sheets for teachers, suggestions for further study and discussion, a glossary, four in-depth activities for the class and a resource list including a list of government and non-government agencies to contact for further up-to-date information.

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THE AFRICAN CRISIS - FOOD (Grades 1-8)

(National Survival Institute)

A teachers' resource book on the problem of food and food distribution as it affects Africa. Contains background materials for teachers, student readings (at grade eight level or beyond), suitable student activities and handouts. Most suitable for grades 6-8 or higher.

CONTENTS

BACKGROUND FOR TEACHERS

Africa: Why Hunger? 1
Hunger in Africa, Jim Romahn 7
Food Preference: Nutrition or Prestige?
From an Article by Jean Bacon 12

STORIES TO READ

Ten Myths on World Hunger, J. Colins & M. Lappe 13
The Situation of Women in Agriculture & Development 15

STUDENT HANDOUTS

Fun With Food 18
Colour Me "Appetizing" 19
It's A-Maze-Ing 21

STUDENT ACTIVITIES

Hungry Child Syndrome 22
We Depend on One Another for Food 23
Questions on Hunger 26
World Food Day Questionnaire 27
Living On Less Than $100 Per Year 30
Web Chart on World Hunger 32
Why Poverty 33

THE AFRICAN CRISIS - WATER (Grades 1-8)

(National Survival Institute, 53 Queen Street, Suite 27, Ottawa, K1P 5C5)

A small teachers' resource book on the problem of unsafe drinking water and sanitation in the Third World. The unit contains background material for teachers, stories, handouts and activities for students. Probably most suitable for grades 5-8 or higher.

CONTENTS

BACKGROUND FOR TEACHER

Can Water Mean Health? 1
Pure and Simple, D. Taylor 3

STORIES TO READ

Upper Volta: The Water Boys of Ouagadou, J. Van Den Berg 6

STUDENT HANDOUTS

Resource for Life 9
What's Dirty, Wet, and Dangerous 11
Find the Hidden Water Objects 13
Pre-Test (An Introductory Survey) 15

STUDENT ACTIVITIES

Water Is Precious 19
Co-operation for Water 21
Water Scarcity in a Village Reading 22
Co-operation in the Local Community--An Action Project 23
The Five W's of Water 24

THE AFRICAN CRISIS - HEALTH (Grades 1-8)

(National Survival Institute)

A teachers' resource booklet on the problem of health in the Third World. Contains mainly teacher background material on a variety of health issues with one student handout and some student activities. For students in the upper part of the suggested range.

CONTENTS

BACKGROUND FOR TEACHERS

Africa: The Permanent Crisis	1
Diarrhoeal Disease: Briefing the Professionals	2
Women's Time	3
Rural Poverty: Trial by Seasons	5
Oral Rehydration: Story of a Breakthrough	7
Changing Perspectives	10
Simple Formula Saves Millions of Children	12

STUDENT HANDOUT

Child Survival: Some Prerequisites	14

STUDENT ACTIVITIES

Typical Diet of Children in Different Parts of the World	16
We Share Fairly	18
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THE AFRICAN CRISIS - POPULATION (Grade 1-8)

(National Survival Institute)

This teacher resource booklet looks at different aspects of the population problem. It contains teacher background materials, one student reading, one student handout, with quite a few student activities related to population and the distribution of various resources. The activities are suitable for the grade 4-8 range, although the student reading and handout are probably at the grade 7-8 range.

CONTENTS

BACKGROUND FOR TEACHERS

Too Many People? Yes. Lester Brown 1
Too Many People? No. Stephan Commins 5
Population and Natural Resources: A Statement, Richard Wilson 11

STORIES TO READ

My Husband, My Master Bill Burgess and Linda Lee 17

STUDENT HANDOUTS

World Population Today 19

STUDENT ACTIVITIES

Games 21
Populations and Their Environments 23
Activities 25
Discussion Questions 27
How Can We Prepare to Live in a Much Crowded World? 29
Family Options 31

INTRODUCING THE WORLD HANDBOOK

A Guide to Developing International and Global Awareness Programs (1985)

(Reford-McCandless International Institute)

The handbook contains many ideas on how to infuse a global perspective into existing school programmes and how to organize conferences, student clubs, publications and workshops on global education or other topics.

The book, in a very practical way, sets out the procedures necesary to ensure a well-organized workshop or conference.

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An Invitation to INTRODUCING: THE WORLD

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2.	Start and Maintain Momentum	17
3.	Create Content	37
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5.	Hold a Conference	65
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7.	Resources, Resource People, and Networking	131
8.	Crucial Pages (further resources, simulations, sources of information on global issues, small group discussion workshop)	

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THINKING GLOBALLY - TEACHING LOCALLY

(Prepared by the International Awareness Committee, Regina)

This teaching kit contains four units suitable for use in Social Studies, English, Christian Ethics and Science classes in Division II (grades 4-6) to Division IV (grades 10-12). The kit is primarily a teacher guide but contains numerous suggestions for classroom activities, teaching strategies, and resources.

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C. In the Nuclear Shadow 12
D. Hiroshima Survey 13
E. Hiroshima - The First Use of the Atomic Bomb 14
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UNIT IV: Realities of Nuclear War

A. Rocks to Nukes 82
B. A Study of Warfare: The Road to Total War 83
C. Nuclear Explosions and How to Make Them 86
D. Ground Zero: A Mapping Exercise 86
E. The Consequences of Nuclear War 87
F. The Arms Race: Action - Reaction 88
G. Nuclear Weapons Proliferations: Where the Bombs Are 92
H. The Meaning of National Security 92
I. Superpowered Arms Race 93
J. National Security Options 93
K. Journals 93

UNITED NATIONS EDUCATION

(United Nations Association, Vancouver Branch)

The United Nations Association, Vancouver Branch, has published a number of small teachers' guides for use in elementary or intermediate grades. These booklets contain mainly classroom activities, background fact sheets and useful resources. Topics include:

TITLES	Number of pages
Conflict and Conflict Resolution (K-3)	21
Cooperation and Consensus (Intermediate)	16
Conflict and Conflict Resolution (Intermediate)	26
Analyzing the Media (Intermediate)	14
Peace Exploration (Junior high)	20
Understanding Differences (Intermediate)	24
World Development and Disarmament (Intermediate)	14
Communication, Cooperation and Group Decision-Making (Intermediate)	44
World Development (K-3)	8
Films for Peace	4
Readings in Peace	15

CHRISTIAN MOVEMENT FOR PEACE

(Alyson Huntley, Jim Morin, Marsha Speir, Christian Movement for Peace)

Five secondary school/adult education units, aimed at a North American audience by the Three Canadian authors, present a series of lessons, discussions and teaching strategies on topics ranging from development, human rights, work, women's rights, and militarism and hope. The units are extensive enough to be used as half-year courses, but suitable selections of materials can also be made for shorter periods of study.

TITLES	Number of pages
Work and Co-Creation	197
Women and Human Wholeness	134
Economic Rights and Human Development	231
Political and Social Rights and Human Dignity	262
Militarism and Hope	190

The unit MILITARISM and HOPE has 17 lessons devoted to the problem of arms races, and the nuclear arms race in particular. The unit discusses the relationship between military spending and development, peacemaking and justice, and deals with a number of recent problem situations such as the Falklands/Malvinas, Guatemala, and other examples. This unit, as well as the others, contains many readings, suggestions for research activities, use of newspaper and other media reports and classroom activities.

APPENDIX C

ADDRESSES OF ORGANIZATIONS CITED

Burnaby School District No. 41, 5325 Kincaid Street, Burnaby, B.C., V5G 1W2.

Canadian Red Cross Society, 95 Wellesley Street East, Toronto, Ontario, M4Y 1H6.

Carleton Board of Education, 133 Greenbank Road, Nepean, Ontario, K2H 6L3.

Centrale de l'enseignement du Québec, 2236 Chemin Ste-Foy, C.P. 5800, Sainte-Foy, Québec, G1V 4E5.

Christian Movement for Peace, 427 Bloor Street West, Toronto, Ontario M5S 1X7.

Commission scolaire St-Exupéry, 740 Boul. Quinn, Longueuil, Québec, J4H 2N5.

Lincoln County Separate School Board, 80 Grantham Street, St. Catherine's, Ontario, L2P 3H1.

National Survival Institute, 53 Queen Street, Suite 27, Ottawa, Ontario, K1P 5C5.

Nova Scotia Department of Education, 2021 Brunswick Street, P.O. Box 578, Halifax, Nova Scotia, B3J 2S9.

Ottawa Board of Education, 330 Gilmour Street, Ottawa, Ontario, K2P 0P9.

Reford-McCandless International Institute, 12 Metcalfe Street, Toronto, Ontario, M4X 1R6.

Stewart Resources Centre, 2317 Arlington Avenue, Box 1108, Saskatoon, Saskatchewan, S7K 3N3.

Toronto Board of Education, 155 College Street, Toronto, Ontario, M5T 1P6.

United Nations Association (Vancouver Branch) 2524 Cyprus Street, Vancouver, BC, V6J 3N2.

Wellington County Public School Board, 500 Victoria Road North, Guelph, Ontario, N1E 6K2.